# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Hornby St Margaret’sCEPrimary |
| Number of pupils in school | 51 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 13 September 2021 |
| Date on which it will be reviewed | 13 September 2022 |
| Statement authorised by | Kerry Stafford-Roberts |
| Pupil premium lead | Kerry Stafford-Roberts |
| Governor lead | Lyndsey Winston |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £5380 |
| Recovery premium funding allocation this academic year | £1630 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £7010 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Hornby Primary School is a small rural school with currently has a low number of pupil premium pupils.  We aim to ensure thatpupils be given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support and through a broad and balanced curriculum. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. There is no expectation that all Pupil Premium funded pupils will receive identical support.  The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils undertaken termly through assessment and pupil progress meetings between the Headteacher and class teachers. Through pupil premium funding we ensure we have in place; whole-school approaches that impact on all pupils, focused support to target under-performing individuals and groups of vulnerable/ disadvantaged pupils. Specific support targeting pupil premium pupils.  We have a dedicated staff team which ensures the Pupil Premium funding impacts positively on achievement, attendance and emotional and pastoral care. The Headteacher is responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The Headteacher alongside the staff team regularly evaluates the outcomes of pupil premium children compared to other pupils in school and also in line with their projected age-related progress to ensure the correct strategies and provision are in place. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Ensure staff have time to work 1:1 hearing children read and tracking their progress to ensure reading is prioritised and they are encouraged to progress with the reading scheme. |
| 2 | Reinforce mathematical concepts to ensure children regain mastery of concepts lost during lockdown and ensure pp pupils attainment is at least in line with other pupils (using termly standardised scores from White Rose Maths). Provide additional maths support sessions before school. |
| 3 | Ensure Emotional health and wellbeing needs of pupils are addressed. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| To ensure the progress of pp children in reading, writing and maths in line with the progress expected for that child and or in line with year group expectations. | Time provided though staffing of teaching assistants to ensure that children are accessing support for 1:1 reading and small group work in writing.  The progress of PP children to be closely monitored through tracking, assessment and pupil progress meeting to ensure that this is at least in line with the expected standard for their age group and in some cases above the expected standard. |
| Ensure Emotional health and wellbeing needs of pupils are addressed both on an individual and cohort basis. | Pupils to have an awareness of their emotional health and wellbeing. Pupils to have access to pastoral support as and when required and also within structured programmes both in class, in small groups and on a 1:1 basis. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Allocate a teaching Assistant to the pupils to ensure wellbeing, provide emotional security  10 mins per day + training for member of staff as appropriate. | EEF Teaching and Learning Toolkit (+6), Small group tuition (+4) | 1,2 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £7,335 (PP + additional funds)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Fund TA for 1 hour per week supporting individual reading  15 mins 4 x per week  Reading resources used to support progress. | EEF Teaching and Learning Toolkit (+6), Small group tuition (+4) EEF Teaching and Learning Toolkit (+5) | 1 |
| Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations  5 x 20 min sessions with TA | EEF Teaching and Learning Toolkit (+5), Small group tuition (+4) | 2 |
| Allocate a Teaching Assistant to the pupils in each class to ensure wellbeing, provide emotional security & social skills development.  5 minutes per child per day + social skills group weekly. Costed within school staffing. | EEF Teaching and Learning Toolkit (+6), Small group tuition (+4) | 1, 2, 3 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £610

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding Maths Mastery in school | EEF Teaching and Learning Toolkit metacognition and self-regulation +4 | 1,2 |
| Building children’s writing at length skills which are areas of weakness following lockdowns. | EEF Teaching and Learning Toolkit (+4) | 1,2 |
| *To further enhance provision and attainment in the wider curriculum through curriculum planning and subject leadership.* | EEF Teaching and Learning Toolkit (+5) | 1 |

**Total budgeted cost: £** *7945*